

Spelling

Grade 1

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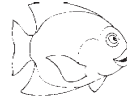
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Unit 1

Letters m, f, l, a; Words l, a, am, is



Teaching Tip:



Model the correct **articulation** of each Sound-Symbol to avoid errors due to mispronunciation. Ask students to describe the position of lips, tongue, how it feels as the air moves out of the lungs, mouth and/or nose and any vibration of the vocal cords. Consonants can be felt in the mouth, whereas vowels cannot; they have to be heard. Letter /l/ is pronounced with the tongue behind the upper tooth ridge, as in “**la, la, la**” and /m/ with the lips together, as in “**mmm-eee**”, **me**. For /f/, have students place their top teeth inside the bottom lip, and blow. Practice with “**fe, fi, fo fum**”. To articulate the short /a/ sound, imitate a lamb “**b-a-a-a-**” or a sneeze “**aaaa-chooo**” with the tongue touching the back of the bottom teeth. Each of the consonants in this unit are continuants.

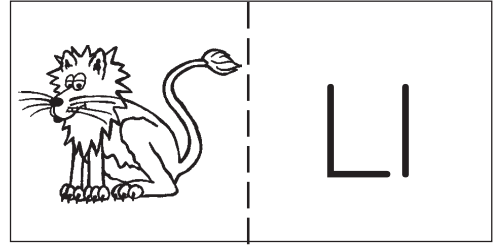
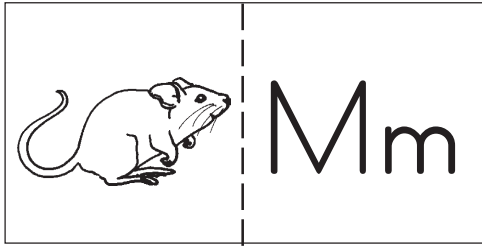


Introducing the Skill:

1. Phonemic Awareness:

Oral Blending - Initial Consonant Sounds: Tell the students: “I’ll say the parts of a word. You guess what the word is”. You can call it the ‘**Guess the Word Game**’. Say the beginning sound of the words, pause and then say the rest of the word. This may be sung to the adaptation of ‘If You’re Happy and You Know It’ described under Phonemic Awareness in Section 3, page 82. For example, /m/ ... onster. Students are to put the sounds together and say the whole word in response. **Word list:** /m/ ...orning, /m/ ...other, /m/ ...oney; /f/ ...unny, /f/ ...eet, /f/ ...arm; /l/ ...etter, /l/ ...ike, /l/ ...ook.

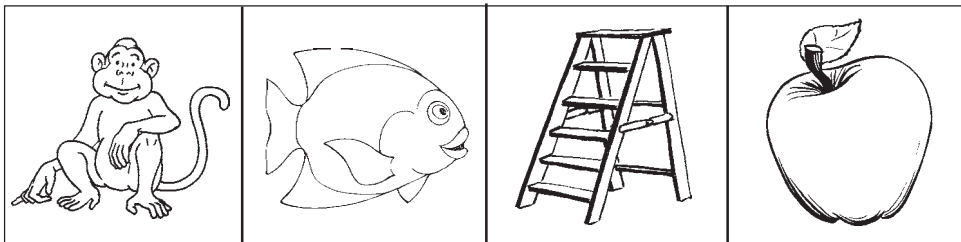
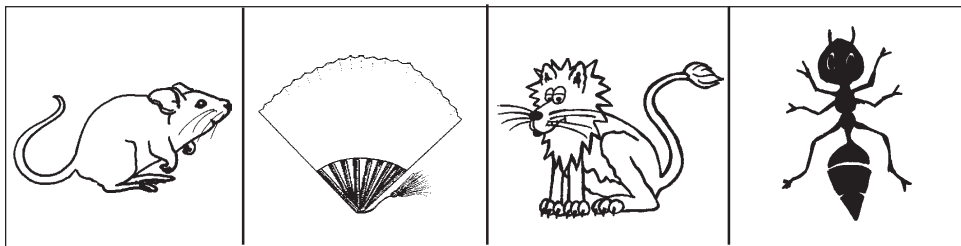
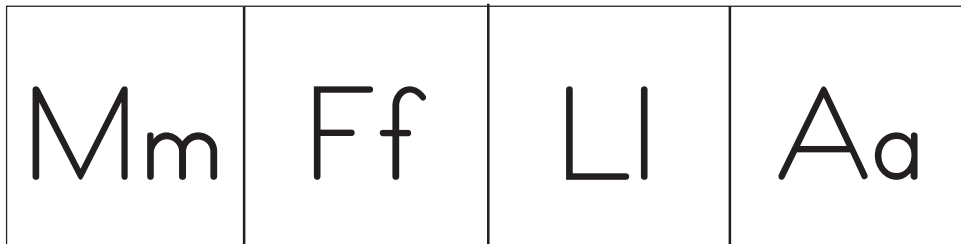
- Literature Connection:** Alligators All Around by M. Sendak, Four Fur Feet by M. Brown, Q is for Duck: An Alphabet Guessing Game by Mary Elting & Michael Folsom.
- Sound-Symbol Correspondence:** Display one **Sound-Symbol Picture Card** for **m**, **f**, **l** and **a** in a pocket chart or chalkboard ledge (page 90). Model the correspondence between the sound represented by the picture and letter formation. Point to the first key picture - **mouse**. Say the word “**mouse**”. Students repeat. Write the letter **m** on the board or point to the letter card, saying “**We write the letter m to show the /m/ sound in mouse**”. Model the correct printing of the letter, describing its



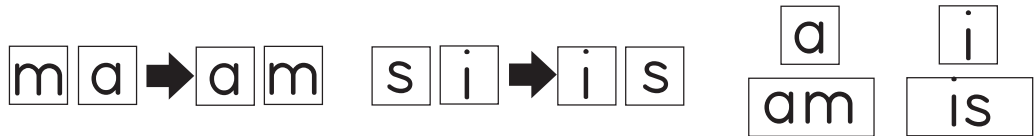
shape and how it is formed. Students are to print on individual chalkboards, paper or the palm of their hand, using the finger of the opposite hand to trace the shape. Repeat with the picture cards for **fan**, **lion** and **ant**.

4. **Picture Sort:** Choose a **Sound-Symbol Picture Card** to represent **m**, **f**, **l** and **a**. These are the 'key words' that represent a sound category. Place these picture cards under the corresponding **letter card** in the pocket chart or a sorting mat divided into four sections. Follow the sorting procedure outlined under Picture/Word Sort in Section 3.

Example: For **m**, use the picture card of the mouse as the key word. Take the picture card of the monkey and say "Monkey. Monkey begins with **m**, so I will put it under the picture of the mouse. Mouse, monkey, they both begin with /m/." Point to the letter **m**. Student volunteers continue the process, **sorting** each of the **picture cards under the correct key 'word'**. When all the pictures have been sorted, 'read' the pictures in each category from top to bottom together and summarize by stating that all these pictures begin with ___.



5. **High Frequency Words:** Introduce and reinforce **I, a, am** and **is**. Have students choral read the whole word, 'touch and say' each letter in sequence copy then . For am and is, use magnetic letters or the letter cards in section 7 to build the word, then jumble the letters. Have a student rearrange them in correct order and read together. Display the words on the class **word wall** for reference during writing time and daily review.



Applying the Skill:

1. **Alliterative Brainstorming:** Brainstorm and record words beginning with each sound. When 6 - 8 words have been recorded, have individual children come up and underline or circle the beginning letter of each word as they all repeat the letter name. **Alliterative Sentences:** Create an alliterative sentence using some of the words generated in the brainstorming activity. Read it together and have students circle the target letters in each word. Students may wish to copy and illustrate these sentences for a display or homework.

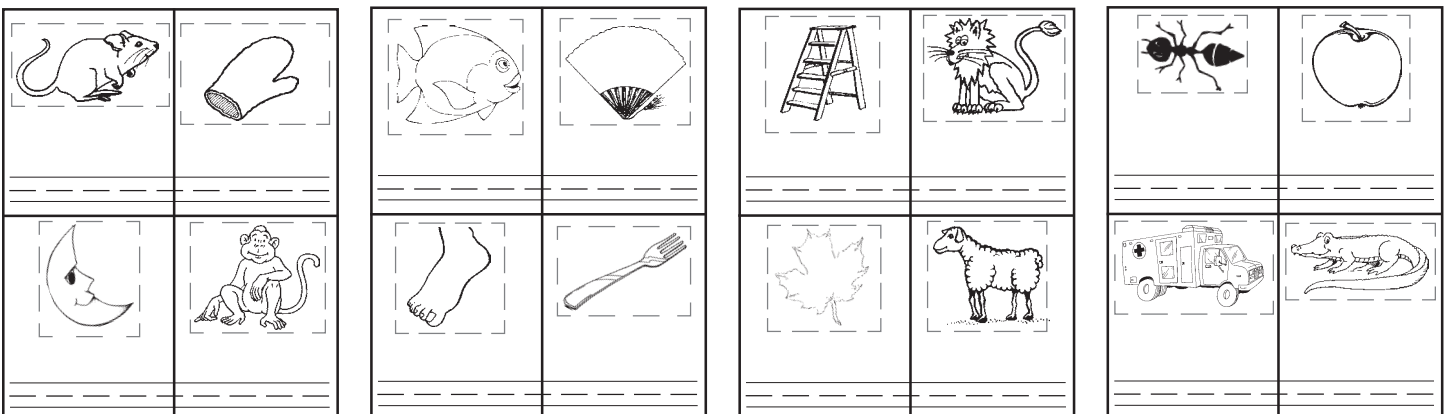
Examples:

Marvin monkey
makes muffins on
Monday; Five frogs
went fishing; Lions
love to laugh at lizards;
An ant is after my
apple (two /a/ sounds).

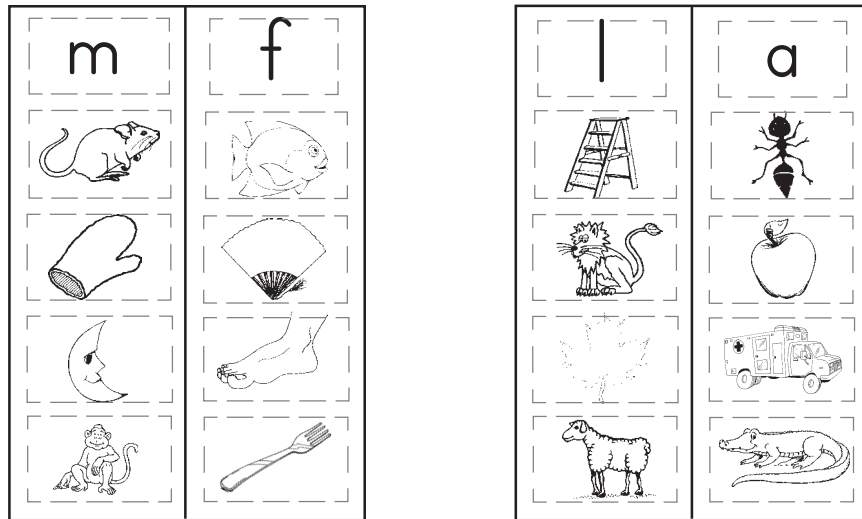
Mm
milk
muffin
monster
Monday

Marvin monkey makes
muffins on Monday.

2. **Paste and Print:** Provide copies of the A1 set of picture cards and the Paste and Print Form on page 104. Students cut and paste the pictures in the space provided and print the corresponding letter underneath 3 - 5 times. Option: you may prepare a master of this so that students are not required to cut and paste.



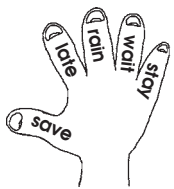
- Print and Draw:** This form on page 104 is to be completed by printing a line of each letter and drawing four things beginning with that sound in the spaces above.
- Independent Picture Sort:** Provide copies of the A1 cards on page 85 and the Picture/Word Sort Form on page 103. Students are to paste the letter cards at the top of each column on the form as category headings. The picture cards are then cut and pasted under the corresponding letter.



- Writing Connection:** Print and read the following **frame sentences** for students to copy and complete in rebus form, using pictures for the animal, person, shape, color or object. Brainstorm possible ways to complete them before beginning: I am a _____ (girl, boy, astronaut etc.); A ___ (ball) is ___ (round). A ___ (firetruck) is ___ (red). A ___ (girl) is (skipping).

I am a _____.

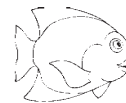
A _____ is _____.



- Independent Practice Exercises:**
- Sound Shapes:** Shapes - mouse or monkey, fish, leaf and apple (page 86)
 - Picture Hunt Collage** (page 86)
 - Build A Word** (page 86)

a m

i s

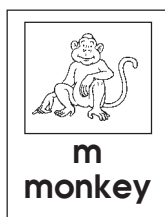


BLM Blackline Master Activities

1.1, 1.2, 1.3



Review Activity:



Sound-Symbol Association Drill (page 88)

Unit 2

Letters t, s, c, n; Words can, at, the



Teaching Tip:

Articulation: **/t/** - the tongue taps the tooth ridge, not the teeth; it is voiceless, but explosive; imitate a clock ticking "/t/, /t/, /t/". **/s/** - teeth tightly closed, tongue behind lower teeth, imitate a snake. **/c/** - coughing sound. **/n/** - tip of tongue on upper tooth ridge, nasal sound of jet or mosquito diving. **/th/** - tongue between teeth and blow.



Introducing the Skill:

1. Phonemic Awareness:

Oral Blending - Initial Consonant Sounds: Play the "Guess the Word Game" introduced in Unit #1, with students putting the word parts back together. **Word List:** /t/ ...ell, /s/ ...un, /c/...ame, /c/...ap, /t/...op, /t/...oy, /c/ ...oat, s/...ing, /s/...ee, /n/...oodle, /n/...ame.

Isolating Initial Consonant Sounds: In this activity the teacher says the word and students respond with the initial consonant sound. For example, the teacher says "mitten" and the students respond "/m/". This can be completed to the tune of "If You're Happy and You Know It", substituting the words "If you listen and you hear it, and you really want to share it, say the sound." **Word List:** mother, family, lemon, lunch, finger, milk, letter, fairy, music.

"mitten"

"/m/"

"family"

"/f/"

Isolating Final Consonant Sounds: Introduce the activity by saying "I'm going to say a word and I want you to tell me the last or ending sound in the word. What's the ending sound in the word lamb?" Students should respond "/m/". Repeat the question for these words with students responding together: come, tell, life, doll, safe, ham, shell, room, stuff.

"room"

"/m/"

"safe"

"/f/"